

Mathematics Worksheets for Basic 1 Term 3

Developed for Primary Schools in Ghana

**Open Learning Platform
for Primary Education**





Mathematics Worksheets for Basic 1 Term 3

: Developed for Primary Schools in Ghana

Consistent with the Mathematics Curriculum for Primary Schools in Ghana (2019, Ministry of Education), this mathematics worksheet book has been developed to aid the teaching of mathematics for Basic 1 or grade 1 learners in the third term of their grade level.

The book is filled with bright, engaging illustrations and simple, rhythmic text that makes learning mathematics both enjoyable and memorable. It's an ideal resource for parents and teachers looking to build foundational math skills in young learners.

This book is one of the works of the Open Learning Platform for Primary Education (www.olppe.org) project funded by CERES and the Jacobs Foundation.

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Open Learning Platform for Primary Education

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What is OLPPE?

Leading institutions from Ghana, including the University of Ghana, Kwame Nkrumah University of Science and Technology, and the Ghana Institute of Management and Public Administration, have joined forces. Their goal? To enhance the role and impact of technology within primary education.

Introducing the **Open Learning Platform for Primary Education (OLPPE)**: a project dedicated to creating and implementing open e-content, while also establishing methods for seamless curriculum integration. This is all with the aim of elevating learning experiences for primary school students. For the pilot phase, the focus is on one of the cornerstone subjects of education – mathematics, specifically within lower primary education in Ghana.

We're proud to be backed by Connecting the E-Tech Research Eco-System (CERES) and the Jacobs Foundation.



Who are We?

Steering this initiative is a team comprising four senior researchers – Prof. Richard Boateng, Dr Sheena Lovia Boateng, Dr Joseph Budu and Dr John Serbe-Marfo – and two distinguished CERES scholars – Obed Kwame Adzaku Penu and Pasty Asamoah.

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Mathematics Worksheets for Basic 1 Term 3

Developed for Primary Schools in Ghana

Consistent with the Mathematics Curriculum for Primary Schools in Ghana (2019, Ministry of Education), the content standards and sub-strands are indicated on each worksheet (upper-left corner) to enable teachers to align the worksheets with their lesson plans.

**Open Learning Platform
for Primary Education**



School _____ Class _____

SCORE:

Name _____ Date _____

COMPARE AND ORDER WHOLE NUMBERS UP TO 20

Compare the numbers by using the right symbol :



is greater than



is equal to



is less than

10 11

20 19

6 6

14 15

15 4

12 14

17 11

5 13

11 12

12 12

11 3

17 16

WORD PROBLEMS

1. Esi has 7 oranges, Akua has 7. what can you say?

.....

2. Kofi has 4 books, Abena has 1. what can you say?

.....

3. Kwame has 11 pencils, Ama has 16. what can you say?

.....

4. Yaa has 2 bags, Alice has 3. what can you say?

.....

.....



TEACHER:

School _____ Class _____

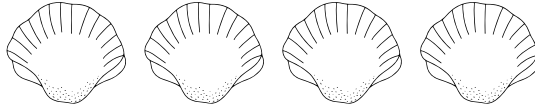
SCORE:

Name _____ Date _____

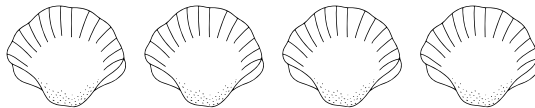
Descending Order

Arrange the given numbers in descending order.

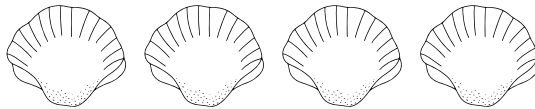
8, 2, 1, 7



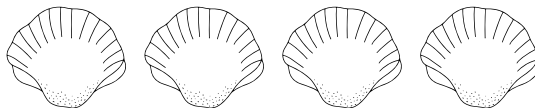
14, 13, 15, 20



2, 14, 11, 3

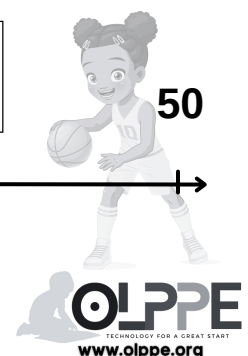
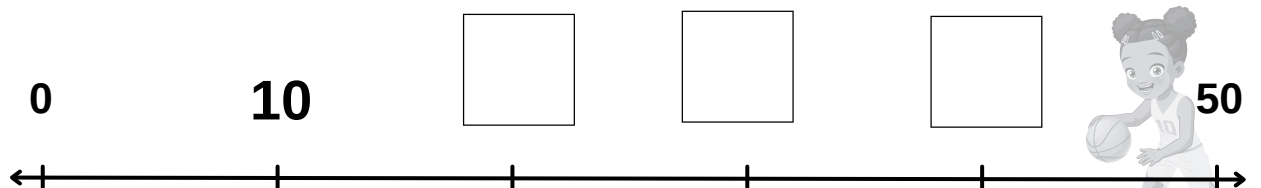
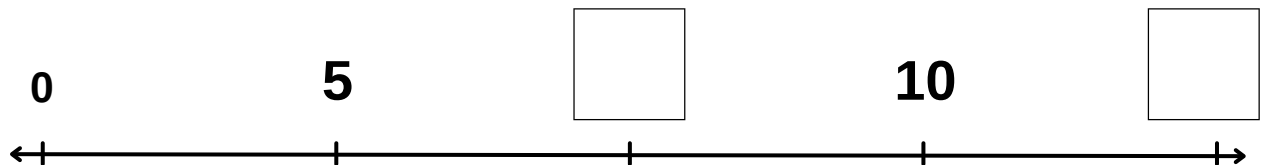


15, 13, 16, 11



Counting up to 50

Task: Fill in the missing numbers on each of the number lines.



TEACHER:

School _____ Class _____

SCORE:

Name _____ Date _____

Relationship between Addition and Subtraction

$10 - 2 = 8$

$8 + 2 = 10$

$11 - 3 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$9 - 4 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$10 + 4 = \dots\dots\dots \dots\dots - \dots\dots = \dots\dots$

$7 - 1 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$17 + 3 = \dots\dots\dots \dots\dots - \dots\dots = \dots\dots$

$4 - 2 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$13 + 4 = \dots\dots\dots \dots\dots - \dots\dots = \dots\dots$

$8 - 5 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$14 + 3 = \dots\dots\dots \dots\dots - \dots\dots = \dots\dots$

$3 - 3 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$15 + 4 = \dots\dots\dots \dots\dots - \dots\dots = \dots\dots$

$5 - 2 = \dots\dots\dots \dots\dots + \dots\dots = \dots\dots$

$12 + 6 = \dots\dots\dots \dots\dots - \dots\dots = \dots\dots$



TEACHER:

School _____ Class _____

SCORE:

Name _____ Date _____

Place Value | Tens & Ones | Addition

Instructions: Partition these numbers into their tens and ones place value:



Standard Form

Tally Marks

Tens and Ones

Equation

13

tens	<u>10</u>
ones	<u>3</u>

 $10 + 3 = 13$

17

tens	_____
ones	_____

9

tens	_____
ones	_____

12

tens	_____
ones	_____

20

tens	_____
ones	_____

8

tens	_____
ones	_____

10

tens	_____
ones	_____

14

tens	_____
ones	_____



TEACHER:

School _____ Class _____

SCORE:

Name _____ Date _____

Friendly Jumps | Addition and Subtraction

$$\begin{array}{c} 10 + 12 = \dots\dots \\ \swarrow \quad \searrow \\ 10 \quad + \quad 2 \end{array}$$

$$10 + 10 + 2 = \underline{22}$$

$$\begin{array}{c} 1 + 14 = \dots\dots \\ \swarrow \quad \searrow \end{array}$$

$$1 + \dots\dots + \dots\dots = \dots\dots$$

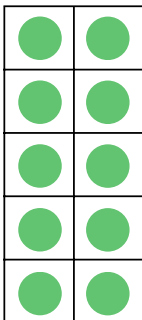
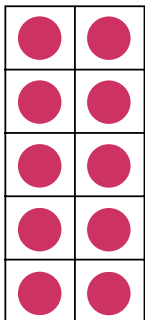
$$\begin{array}{c} 3 + 15 = \dots\dots \\ \swarrow \quad \searrow \end{array}$$

$$\begin{array}{c} 6 + 11 = \dots\dots \\ \swarrow \quad \searrow \end{array}$$

$$3 + \dots\dots + \dots\dots = \dots\dots$$

$$6 + \dots\dots + \dots\dots = \dots\dots$$

Add up to 20

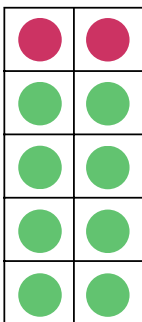
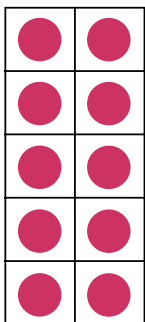


20

--	--

$$10 + \square = \square$$

$$20 - \square = \square$$

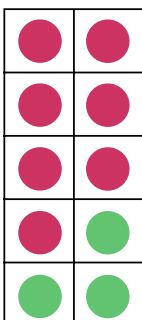
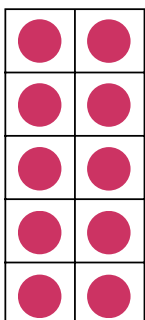


20

--	--

$$\square + \square = \square$$

$$\square - \square = \square$$



20

--	--

$$\square + \square = \square$$

$$\square - \square = \square$$

TEACHER:

School _____ Class _____

SCORE:

Name _____ Date _____

DECOMPOSITION

How many different ways can you make 15?

$$14 + 1 = 15 \quad \text{or} \quad 16 - 1 = 15$$

How many different ways can you make 8?

--	--	--	--	--

--	--	--	--	--

How many different ways can you make 19?

--	--	--	--	--

--	--	--	--	--

How many different ways can you make 11?

--	--	--	--	--

--	--	--	--	--

How many different ways can you make 13?

--	--	--	--	--

--	--	--	--	--

How many different ways can you make 6?

--	--	--	--	--

--	--	--	--	--



School _____ Class _____

SCORE:

Name _____ Date _____

Word Problems

Multistep Addition and Subtraction

Solve the word problems using drawings and a number sentence.

1. 9 balls were taken from a box and 3 balls were left in the box. How many balls were in the box at the start?

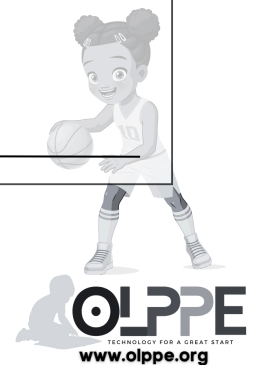
<p>My drawing:</p> 	<p>My equation:</p> <p>My answer: _____</p>
--	--

2. There were 15 students in the Basic 1 at the beginning of the year. By the end of the year there were 17. How many students joined Basic 1?

<p>My drawing:</p> 	<p>My equation:</p> <p>My answer: _____</p>
--	--

3. The store in Kejetia received a box of 5 oranges. They already had 13 oranges. How many oranges do they have total?

<p>My drawing:</p> 	<p>My equation:</p> <p>My answer: _____</p>
--	--



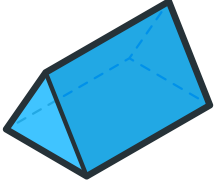

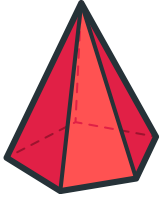
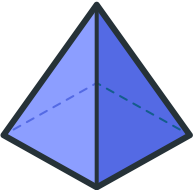
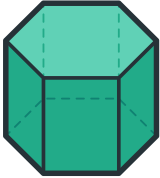
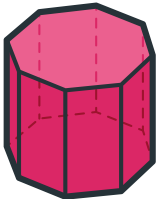
School _____ Class _____

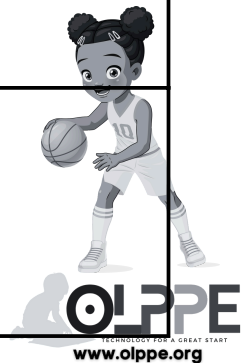
SCORE:

Name _____ Date _____

ATTRIBUTES OF 3D SHAPES

Complete the chart with information about 3D shapes

Picture	Name	Properties	Real life objects
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	
		Faces: Edges: Vertices:	



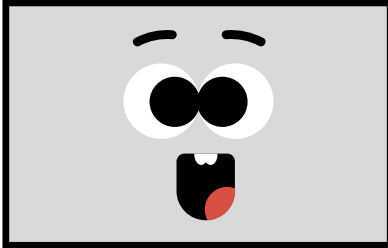
TEACHER:

School _____ Class _____

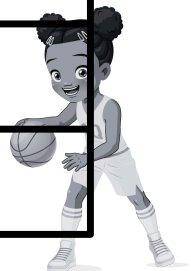
SCORE:

Name _____ Date _____

2D SHAPES GRID



Draw and label as many
2D shapes as you can!





POSITION

RIGHT & LEFT

1

Write some instructions to help the tortoise find his way to his friend the Hare's house. Use the position words below:

/4

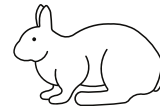
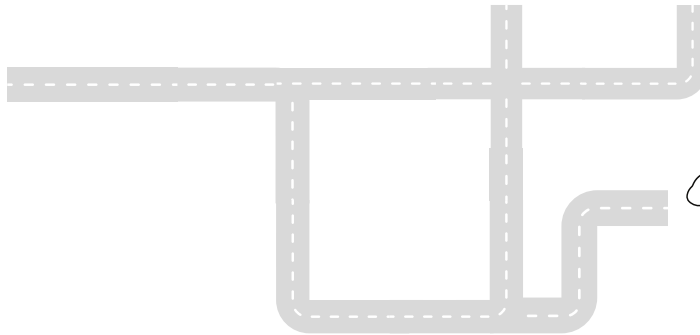
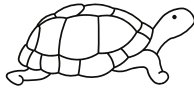
LEFT

RIGHT

STRAIGHT

FULL TURN

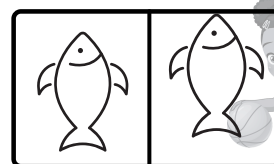
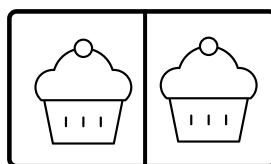
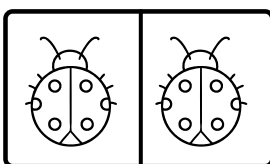
HALF TURN



2

Colour the picture that is on the RIGHT of each pair:

/3



School _____ Class _____

SCORE:

Name _____ Date _____

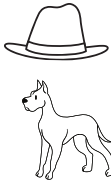


POSITION

3

Fill in the blanks to describe the correct position: /5

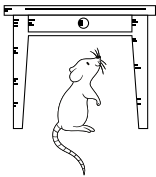
LEFT RIGHT UNDER BETWEEN INSIDE ABOVE



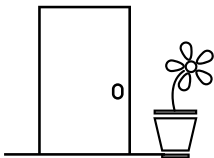
The hat is _____ the dog.



The fish is _____ the fish bowl.



The mouse is _____ the table.



The flower pot is to the _____ of the door.



The fox is _____ the cats.



TEACHER:



POSITION

ORDINAL NUMBERS

4

Draw a line to match the ordinal numbers to the people waiting:

/5

6th

1st

4th

2nd

3rd

5th

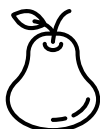


10

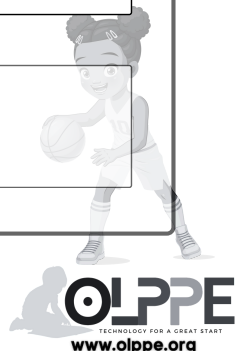
Write the ordinal number indicated by the coloured fruit:

/3







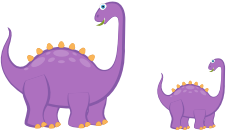


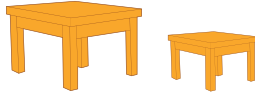




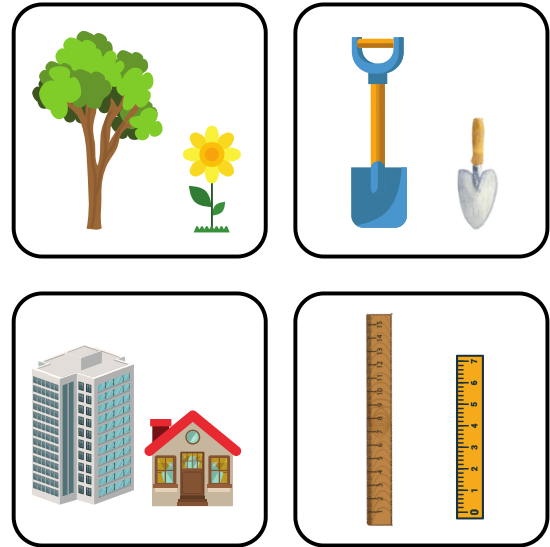
SMALLER, LONGER, HEAVIER, AND BIGGER

Bigger or Smaller



Tall and Short

Put a check to the correct picture.



Which is bigger? 	Which is smaller? 
Which is smaller? 	Which is bigger? 
Which is smaller? 	Which is bigger? 





Lighter or Heavier

A  is than a  bird.
dinosaur

A  is than a  computer.
book

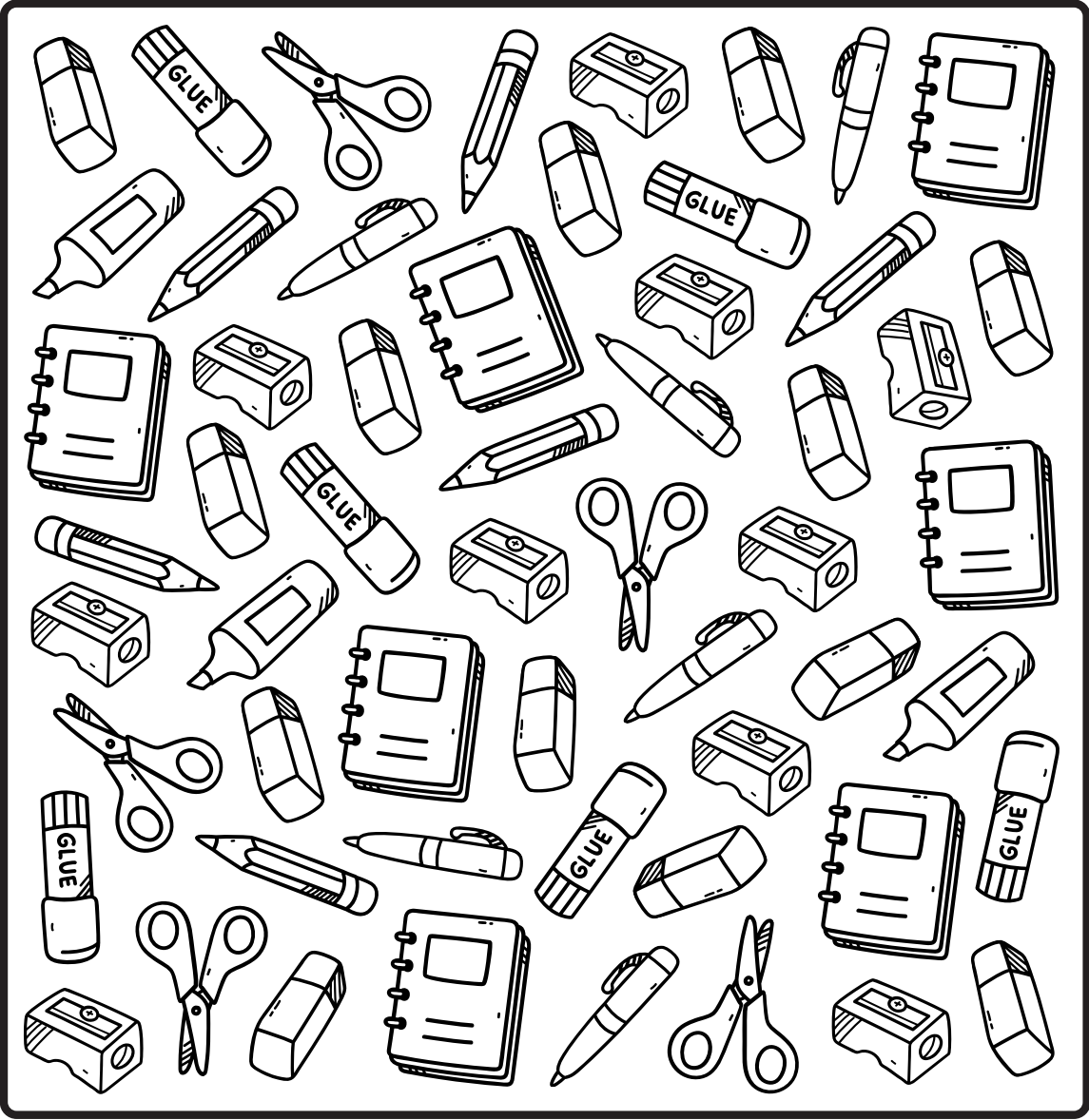
A  is than a  tree.
leaf

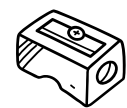




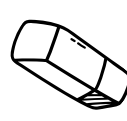



A  is than a  toy car.
car



DATA AND CATEGORIES

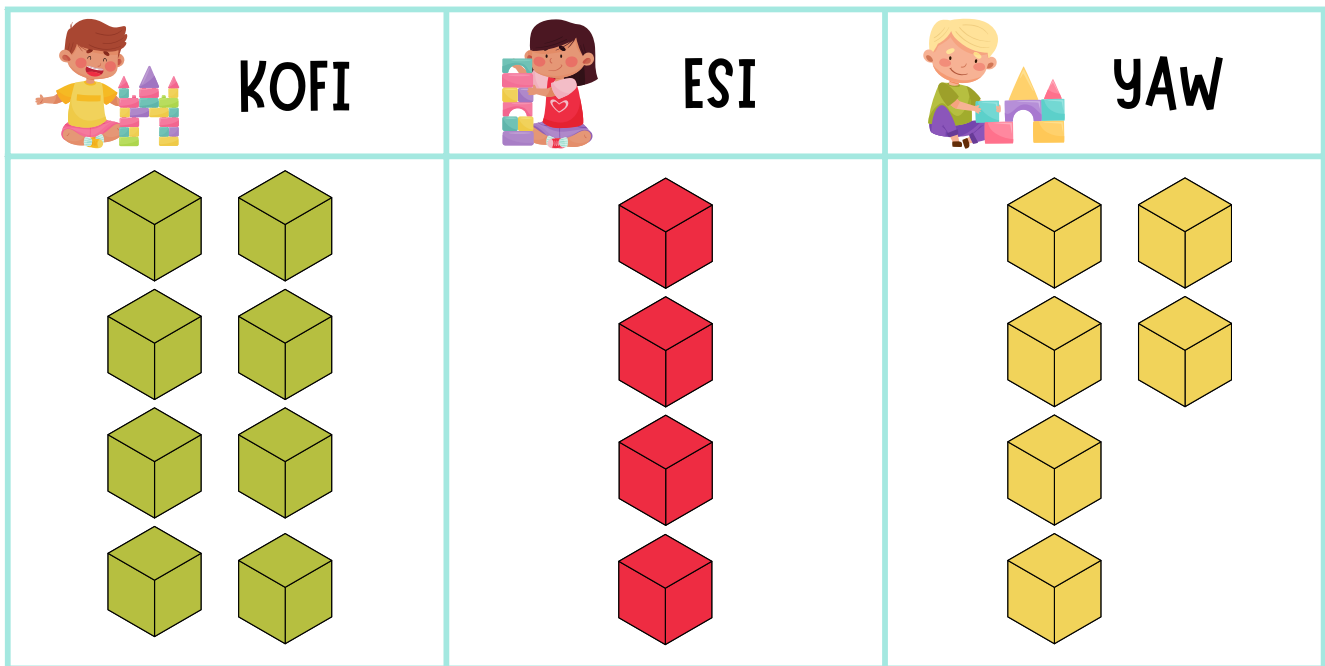
Count the school supplies and write your answers in the chart below



	<input type="text"/>		<input type="text"/>		<input type="text"/>		
	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>

PICTURE GRAPH

Kofi, Esi, and Ya loves playing with blocks. The picture graph below shows the number of blocks they have.

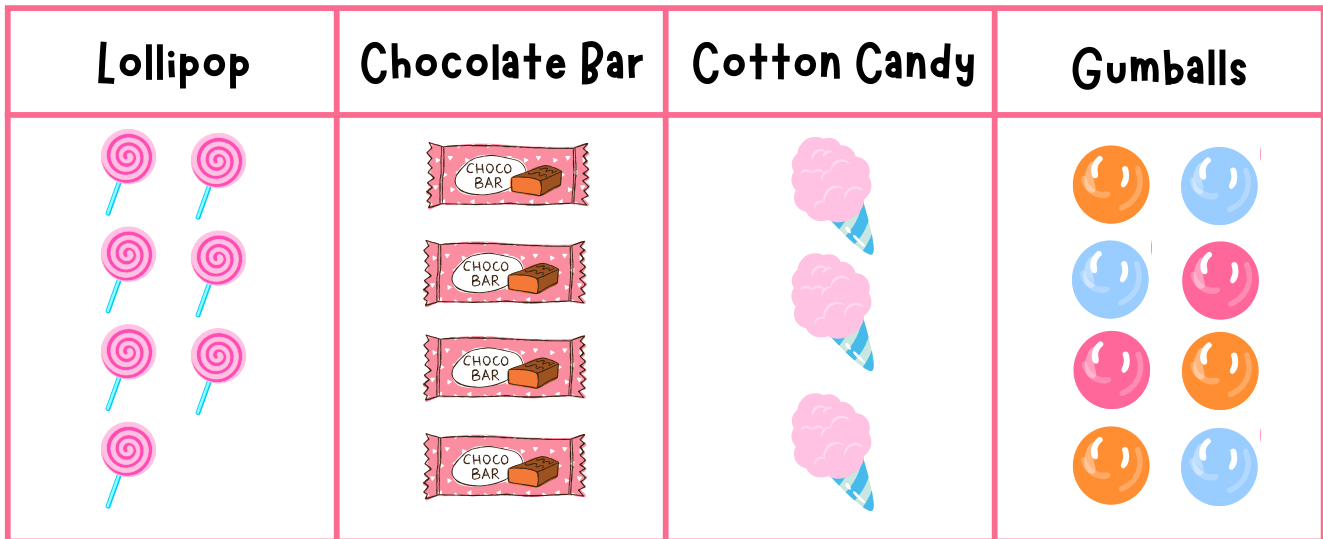


Fill in the blanks.

- Kofi has _____ blocks.
- Esi has _____ blocks.
- Yaw has _____ blocks.
- Esi has _____ fewer blocks than Kofi.
- Kofi has _____ more blocks than Yaw.
- They have _____ blocks altogether.

PICTURE GRAPH

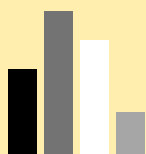
The picture graph shows the number of sweets sold in a candy shop.



Fill in the blanks.

1. There are _____ lollipops sold.
2. There are _____ gumballs sold.
3. There are _____ chocolate bars sold.
4. There are _____ cotton candies sold.
5. There are _____ more gumballs sold than chocolates.
6. The number of _____ is the highest sold sweets.
7. The number of _____ is the least sold sweets.
8. There are _____ sweets sold altogether.





BAR GRAPH DATA GRAPHING

Strand: Data

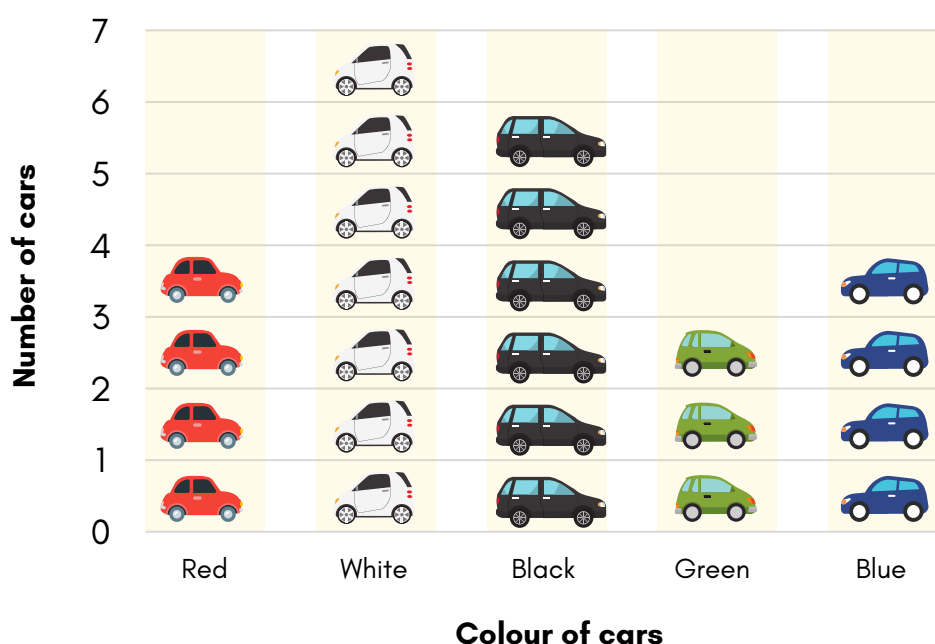
Basic: 1

Allocated time:

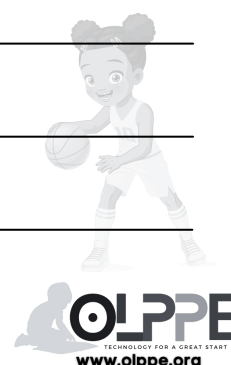
Total score: /7

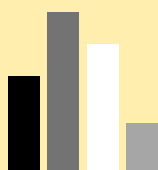
A basic 1 class recorded the colours of cars that drove by their school over a five minute period. Complete the following questions:

CAR COLOURS



- 1 What colour car was the most popular? _____
- 2 What colour car was the least popular? _____
- 3 What colour car was recorded six (6) times? _____
- 4 Which two colours of cars were recorded the same number of times? _____
- 5 What is the total number of red and white cars recorded? _____
- 6 How many more black cars were there than green cars? _____
- 7 How many cars were recorded in total? _____





BAR GRAPH DATA GRAPHING

Strand: Data

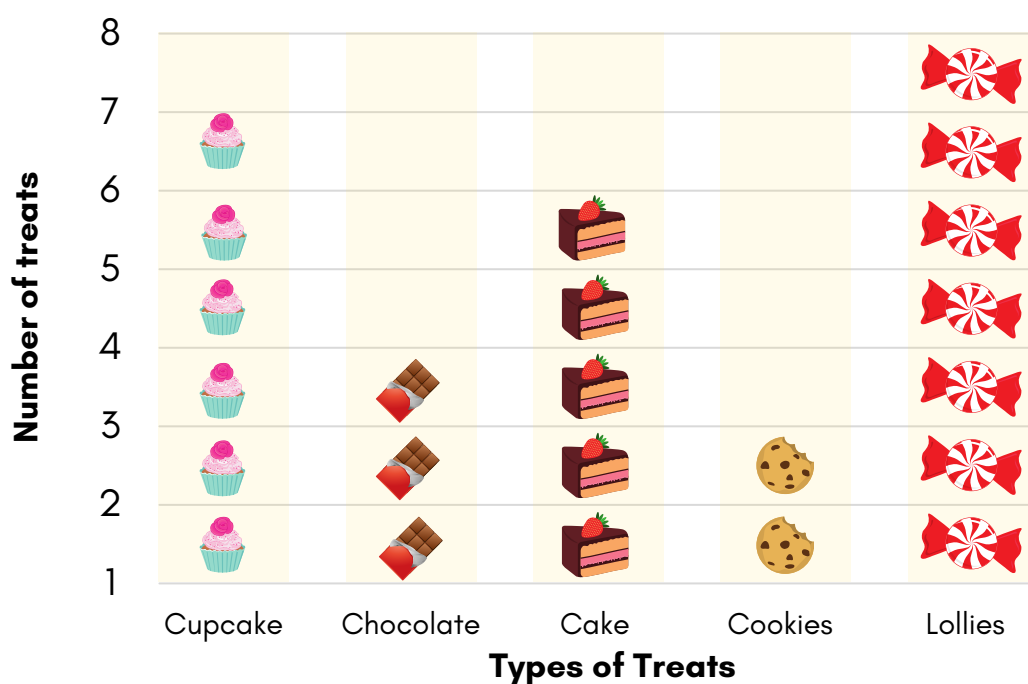
Basic: 1

Allocated time:

Total score: /5

A basic 1 class recorded their favourite sweet treats. Complete the following questions:

FAVOURITE TREATS



1 What is the title of the graph? _____

2 What is being compared in the graph? _____

3 Write three observations from the data in the graph. Write in full sentences.

- o _____
- o _____
- o _____

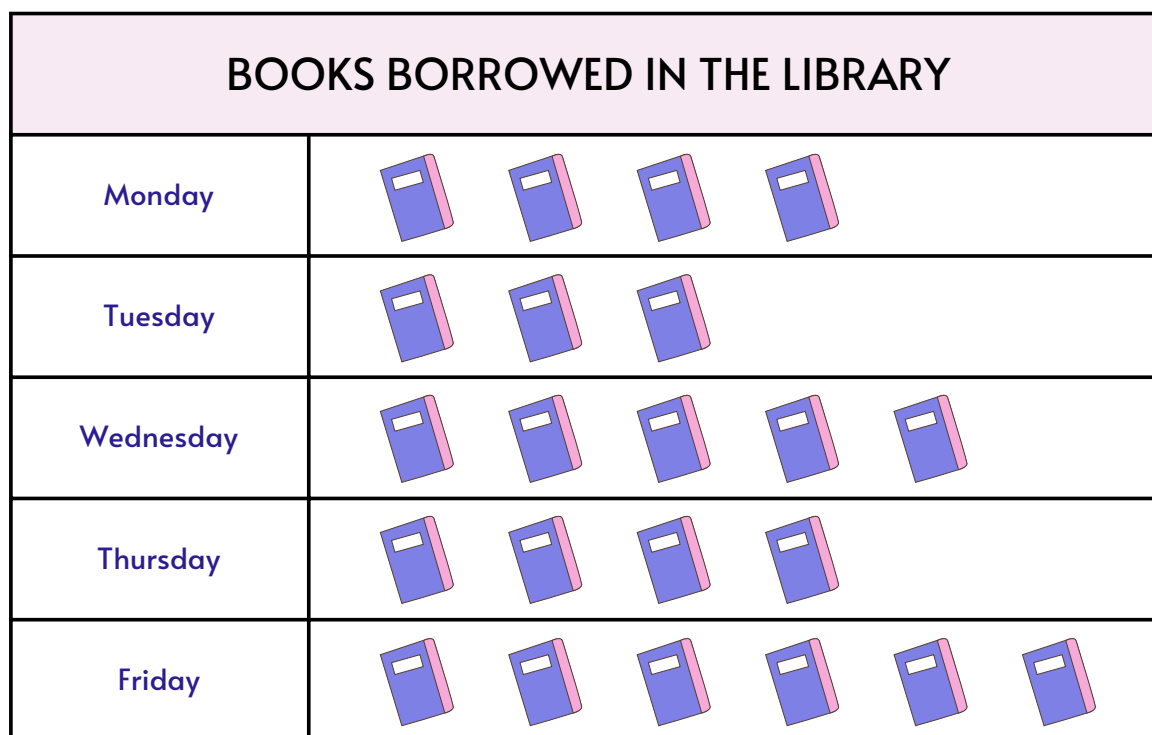
School _____ Class _____

SCORE:

Name _____ Date _____

PICTOGRAPH

Use the pictograph to answer the questions that follow.



Legend:  = 5 books

1. What is the title of the pictograph?

2. How many books were borrowed on Wednesday?

3. What day has the highest number of books borrowed from the library?

4. What day has the least number of books borrowed from the library?

5. What is the total number of books borrowed from the library in a week?

TEACHER:

MENTAL MATH

ADDITION AND SUBTRACTION: SET 1



Name: _____ Class: _____

Learning goal: Practice your mental arithmetic skills.

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

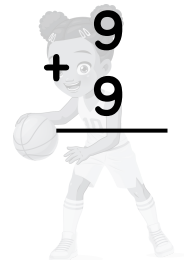
$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$$



TEACHER:

MENTAL MATH

SUBTRACTION: SET 2



Name: _____ Class: _____

Learning goal: Practice your mental arithmetic skills.

1.
$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 12 \\ - 5 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 15 \\ - 4 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 17 \\ - 5 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 11 \\ - 3 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 17 \\ - 6 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 19 \\ - 2 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 16 \\ - 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 18 \\ - 3 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 17 \\ - 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 20 \\ - 5 \\ \hline \end{array}$$

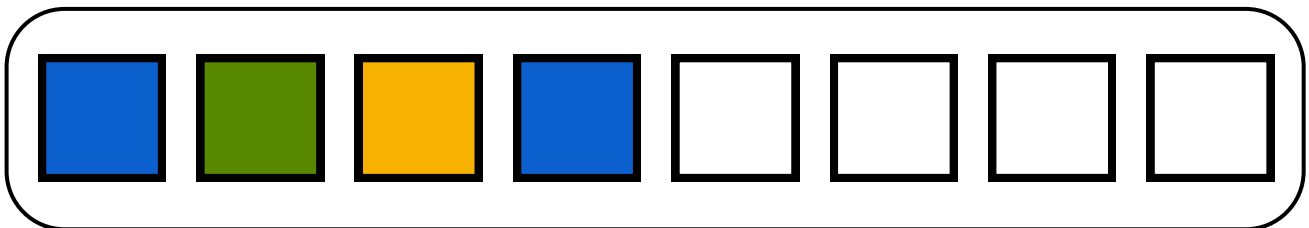
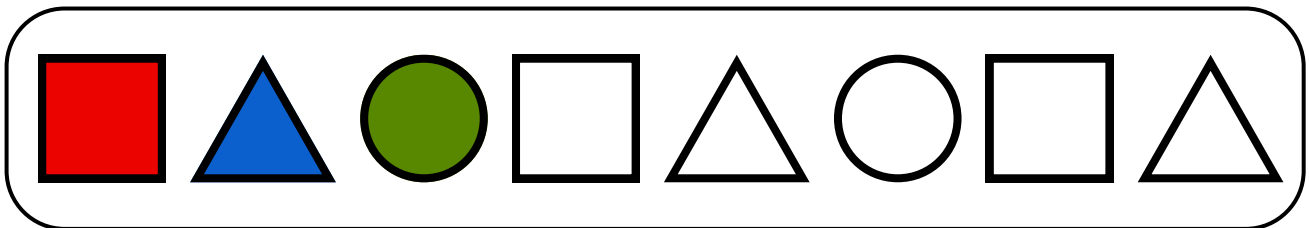
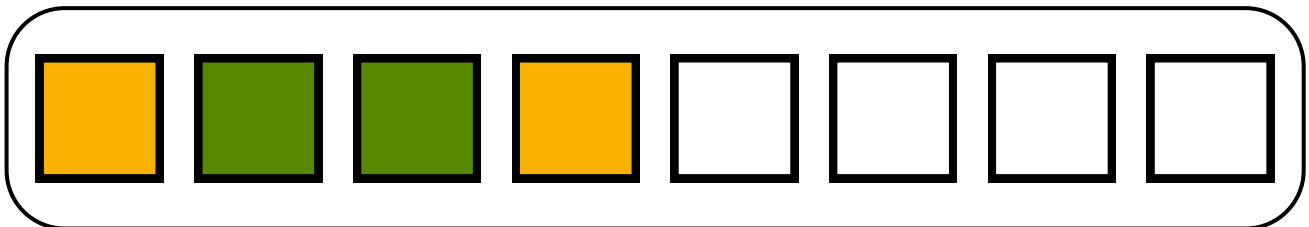
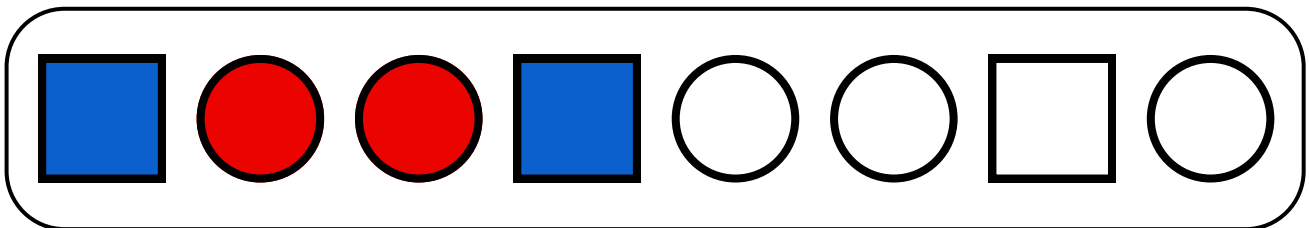
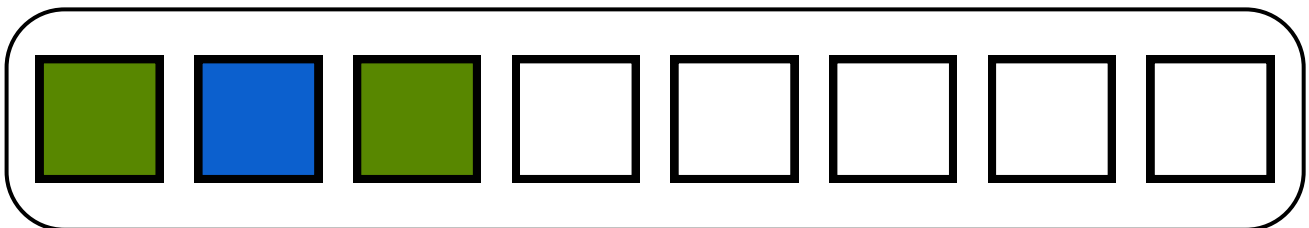
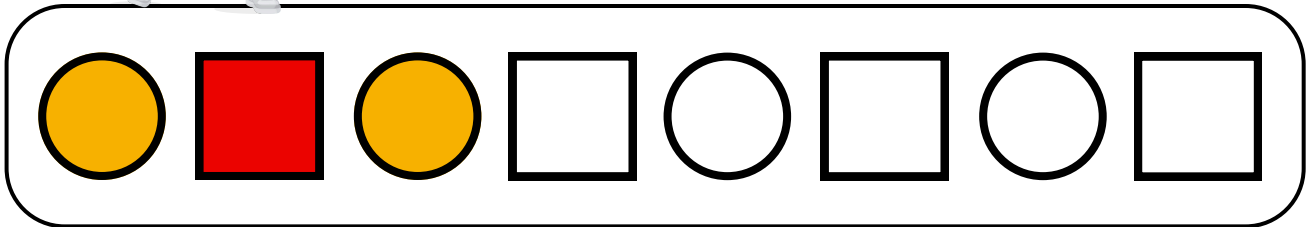


TEACHER:



FINISH THE PATTERN

What comes next? Color in the shapes.



TEACHER:



Name _____ Class _____

Mental Math

Follow the instructions and fill in the correct amount in each box.

Number	Add 10	Subtract 10	Add 3	Subtract 5
13				
15				
10				
8				
7				
12				



TEACHER:

